



CONTENTS

| | |
|--------------------------------|-------|
| Principal's Introduction | 2 |
| P&C Welcome | 3 |
| Staff List | 4-5 |
| Term Calendar | 5 |
| Bell Times | 6 |
| Contacts | 6 |
| School Organisation | 7 |
| Curriculum Framework | 8-9 |
| Ashgrove Approach | 10 |
| Curriculum Enhancement | 11-14 |
| Code of Conduct | 15 |
| Complaints Management | 16 |
| Communication | 17 |
| Enrolment | 18 |
| Enrolment Catchment Map | 19 |
| Extra-Curricular Activities | 20 |
| Facilities | 21 |
| Health & Safety | 22-23 |
| Miscellaneous | 24 |
| NAPLAN Data | 25 |
| Parents as Partners | 26-27 |
| Parking & Road Safety | 28 |
| Religious Instruction | 29 |
| Uniform Policy | 30 |
| YMCA Outside School Hours Care | 31 |
| School Map | 32 |

INTRODUCTION FROM THE PRINCIPAL

Mr Tom Cameron



I would like to extend to you a warm welcome to Ashgrove State School. We look forward to you joining our school community. This booklet includes information about our school, our ways of operating and our vision for education. We trust that the information provided will be beneficial in assisting you to understand Ashgrove State School.

Since 1877, Ashgrove State School has been an integral part of the Ashgrove community and has enjoyed a reputation of providing excellent academic outcomes for the students within our school.

With students at the centre of all we do, we provide a futures orientated, well-rounded education. The teaching and learning programs cater for the individual, their needs, learning styles and interests. We pride ourselves in providing our students with strong literacy and numeracy outcomes, a quality technology program and a range of opportunities to extend and enrich learning. All decision making, policies and programs are reflective of this approach.

The success of the school also mirrors the wide support offered by the parents and the community. At Ashgrove State School, we are proud of our achievements, the successes of our students and the efforts of all members of the school community who contribute to its success.

Vision

An inclusive, collaborative community of engaged, capable and confident learners, prioritising the success and wellbeing of every student.



Parents & Citizens' Association

Correspondence to:
The Secretary
PO Box 2077 Ashgrove West 4060
Email asspandc@gmail.com
Phone 07 3858 4777
Fax 07 3858 4700



ABN 72 136 061 081

Parents & Citizens' Association

On behalf of the Ashgrove State School Parents and Citizens' Association (P&C), I would like to extend a warm welcome to the Ashgrove State School community.

Our P&C and its wonderful volunteers play an essential role in supporting our school to provide the best possible learning environment for our children. We do this by hosting several fundraising events each year and by operating important services including the Tuckshop and Uniform Shop, as well as the Ashgrove Aces Swimming Club.

Our members are a group of community minded people, parents and citizens, who work in partnership with the Principal to achieve the best possible outcomes for students at our school.

The main functions of our P&C are:

- to foster community interest in educational matters
- to provide feedback on school activities and policies
- to coordinate community events bringing together parents, school employees, students, business owners and other community members
- to provide additional funding to enhance student learning.

P&C events change from year to year. They can include events like:

- 'Celebrating Community' Fete
- Student Disco
- Trivia Night
- Comedy Night
- Mid-year Mingle
- Parents' Long Lunch

Our community

We are fortunate to have a dedicated community who actively support our P&C. This generous support from local businesses, volunteers and community members enables the P&C to offer additional financial support to our school.

Involvement in community events and activities brings our community closer together and often fosters lifelong friendships through shared interests. We are always looking for volunteers to help in various ways, including helping in the Tuckshop or Uniform Shop, coordinating or assisting at an event or with any of our sub-committee activities or projects.

I welcome and encourage anyone from our school community interested in supporting our school and our students, to join us at our P&C meetings. Meetings are held twice per term with details shared via the P&C Newsletter.

Please join us in working with the school to provide the best possible learning environment for our children, to meet other parents and to enjoy being part of the Ashgrove State School community.

President Ashgrove State School P&C Association

STAFF LIST – 2023

LEADERSHIP TEAM

| | |
|--------------------------|-----------------|
| Principal | Tom Cameron |
| Deputy Principal - Lower | Kate Rose |
| Deputy Principal - Upper | James Doherty |
| Head of Wellbeing | Carla Loughnane |
| Business Manager | Amanda Hay |

ADMINISTRATION STAFF

| | |
|-------------------------|-----------------------------|
| Personal Assistant | Heather Marshall |
| Administration Officers | Janice Midgley, Donna Kelly |

CLASSROOM TEACHERS

| | |
|------------|---|
| Prep | Melissa Adams, Daisy O'Rourke, Jason Wilson, Manijeh Wood |
| Year One | Elise Connolly, Sharni Manderson, Lisa Pengelly, Kelli Webb |
| Year Two | Jeni Drummond, Aleta Gason/Tammy Kerr, Karen Harvey, Savannah Postle |
| Year Three | Jody Blee/Rachael Gissing, Brooke Robertson, Cathy Mewburn, Liane Murphy, Jo Sprenger |
| Year Four | Jacqui Erbel, Anneliese Dijkmans, Tessa Duscher, Rebecca Chapman |
| Year Five | John Arnold, Jen Twidale/Miranda Carey, Monica Braithwaite, Rachelle Hili |
| Year Six | Laura Gee, Phil Langley/Tammy Kerr, Judy Pritchard, Louise Stark/Kristy Whitham |

SPECIALIST STAFF

| | |
|--------------------------|---|
| ADVANCED LEARNING MENTOR | Fran Hind |
| CHINESE TEACHER | Kate Hughes |
| IT TECHNICIAN | Luke Johns |
| HEALTH/DRAMA TEACHER | Rachael Gissing, Caroline Smalley |
| LEARNING HUB TEACHERS | Helen Wade, Kylie Depper, Cath Schulz, Jess Cressey |
| MUSIC - CLASSROOM | Laura Huehn, Pauline Stockill |
| MUSIC – INSTRUMENTAL | Keith Sharp, Christine Elsworth, Jane Elliott |
| PHYSICAL EDUCATION | Danny McDonald |
| SAKG TEACHER | Miranda Carey |
| SPEECH PATHOLOGIST | Tegan Edwards |
| STEAM TEACHER | Morgan O'Brien |

TEACHER AIDES

TEACHER AIDES - General

Kristine Evans, Janet Munro, Michelle McLean,
Aya Nakagawa, Jackie Window
Jasmine Claydon, Alana Murphy

TEACHER AIDE - Prep

Kay Toy, Mandy Andrews, Mia Scott, Lizzie Mina

ANCILLARY STAFF

CLEANERS

Jim Frainey, Deb Lumer, Leah McDonald,
Tony Peard, Tom Boman

SCHOOL FACILITIES OFFICER

Reg Green

TERM CALENDAR

2023 School Term Dates

| | | |
|--------|-------------------------|--------------------------|
| Term 1 | Monday 23 January 2023 | Friday 31 March 2023 |
| Term 2 | Monday 17 April 2023 | Friday 23 June 2023 |
| Term 3 | Monday 10 July 2023 | Friday 15 September 2023 |
| Term 4 | Tuesday 03 October 2023 | Friday 08 December 2023 |

Public Holidays

26 January (Australia Day Holiday)
07 April (Good Friday)
10 April (Easter Monday)
25 April (ANZAC Day)
01 May (Labour Day)
16 August (Exhibition Day)
02 October (King's Birthday)

Student Free Days

18,19,20 January & 01 September

2024 School Term Dates

| | | |
|--------|--------------------------|--------------------------|
| Term 1 | Monday 22 January 2024 | Friday 28 March 2024 |
| Term 2 | Monday 15 April 2024 | Friday 21 June 2024 |
| Term 3 | Monday 8 July 2024 | Friday 13 September 2024 |
| Term 4 | Monday 30 September 2024 | Friday 13 December 2024 |

Public Holidays

26 January (Australia Day Holiday)
29 March (Good Friday)
01 April (Easter Monday)
25 April (ANZAC Day Holiday)
06 May (Labour Day)
14 August (Exhibition Day)
07 October (King's Birthday)

Student Free Days

18, 19 January & 30 August 2024

BELL TIMES

| | |
|---------------|--|
| 8:15am | Students dismissed from under-cover parade area |
| 8:40am | Students move to classrooms |
| 8:45am | Class instruction commences |
| 11:00-11:45am | First Break |
| 1:15-1:45pm | Second Break |
| 2:55pm | End of school day |
| 3:15pm | Students who are on the school grounds and are not supervised by an adult are to report to the Office. |

The first fifteen minutes of each break is supervised eating time, where children must sit to eat their food in designated year level areas. The remaining time is supervised play time.

FRIDAY INTERSCHOOL SPORT DAYS – YEAR 4-6 STUDENTS ONLY

| | | |
|---------|------|--|
| 12:05pm | Bell | Students eat lunch and assemble in sport teams. Buses depart for sport venues at 12.30pm. |
|---------|------|--|

CONTACTS

| | |
|-----------------------------|--|
| STREET ADDRESS: | 31 Glory Street Ashgrove Q 4060 |
| POSTAL ADDRESS: | P.O. Box 2077 Ashgrove West Q 4060 |
| WEBSITE ADDRESS: | https://ashgrovess.eq.edu.au |
| EMAIL | admin@ashgrovess.eq.edu.au principal@ashgrovess.eq.edu.au absences@ashgrovess.eq.edu.au enrolments@ashgrovess.eq.edu.au |
| TELEPHONE NUMBER: | 3858 4777 |
| TUCKSHOP: | 3858 4718, e: ashgrovetuckshop@gmail.com |
| UNIFORM SHOP: | 3858 4721, e: ashgroveuniform@gmail.com |
| AFTER SCHOOL CARE: | 3366 1523, e: ash@ymcabrisbane.org |
| P&C ASSOCIATION: | email: asspandc@gmail.com |

AHGROVE SCHOOL ORGANISATION

ADMINISTRATION/ LEADERSHIP TEAM

The priority of the leadership team is to ensure that all staff uphold best teaching practices, allowing every student the opportunity to reach their potential. This team consists of the Principal, Deputy Principal P-2 and Deputy Principal 3-6, Head of Wellbeing and Business Manager.

ANCILLARY STAFF

The school office is staffed by a Business Manager and three Administration Officers. The school has a team of Teacher Aides who work in the Prep classrooms, Year 1-6 classrooms and with the Learning Hub team. The school has a Facilities Officer and five Cleaners.

ENROLMENT

Ashgrove State School has an **Enrolment Management Plan** which endeavours to maintain enrolment numbers at a level which can be accommodated within the existing learning areas. This allows children residing permanently within our catchment zone guaranteed enrolment. Students residing outside of our catchment zone may be offered enrolment subject to vacancies.

HOUSES

The school has three sporting team houses: Binda (Blue), Munda (Green) and Warroo (Yellow). On enrolment every student is allocated to a house. All members of the same family are allocated to that same house. Houses compete in the annual Athletics, Swimming and Cross-Country carnivals.

LEARNING HUB STAFF

Learning Hub staff in the school support the students across all year levels in a variety of ways. The Learning Hub team and the Leadership Team meet regularly to discuss student needs. The Learning Hub team includes Learning Support Teachers (including a Special Needs Teacher), Advanced Learning Mentor, Head of Wellbeing, Speech Language Pathologist (2 days per week) and a number of Teacher Aides. Classroom teachers follow a formal referral process and provide evidence of data to support their referral. Referrals may include students requiring academic support, students excelling or students requiring social/emotional assistance.

PARENT NETWORK

Each class in the school has a P&C Parent Network Representative. The role of the Parent Rep is to set up and distribute a class contact list, organise social gatherings outside of school hours for parents and children, welcome new families to the school, attend P&C meetings (if available) and promote the involvement of parents in school and class events. Parent Reps may also be asked to distribute emails on behalf of the P&C relating to the tuckshop, uniform shop or the annual fete.

PREP

A full-time preparatory year is offered in all Queensland State Primary Schools. Children born between 01 July 2018 and 30 June 2019 will be eligible for Prep in 2024.

Prep students attend specialist lessons, they have two physical education (PE) lessons per week, one music lesson per week, one STEAM/Media Arts lesson per week and a SAKG cooking lesson once per term. Prep students will commence swimming lessons in Term 4.

SPECIALIST STAFF

Specialist staff includes a, a Chinese language teacher, two classroom music teachers, a physical education teacher, STEAM teacher, three instrumental music teachers, SAKG cooking/gardening teacher.

STAFF IDENTIFICATION

Staff at the school, both teaching and support, wear readily recognisable name badges. All relief teaching staff and authorised visitors wear a visitor's badge which identifies them as being authorised to be on the school premises. Staff on playground duty wear a high visibility vest and carry required provisions to support students in the event of a medical need.

TEACHING STAFF

In 2023 there are 29 classes from Prep to Year 6 with a total enrolment of 717 students.

CURRICULUM FRAMEWORK

RATIONALE

Servicing the community of Ashgrove and the surrounding suburbs from Prep to Year 6, our school has a tradition and reputation for excellence in student achievement in academic, cultural and sporting pursuits. Our teachers work in partnership with parents to ensure that every student matters every day. Of particular importance is the productive partnership that is developed between home and school and the positive impact this has on each student's learning. The staff and community recognise the fundamental goal of teaching is to facilitate the development of engaged, capable and confident students who are experiencing success and wellbeing.

KEY LEARNING AREAS

At Ashgrove State School our curriculum is aligned to the Australian Curriculum. The Key Learning Areas taught from the Australian Curriculum are English, Mathematics, Science, Humanities and Social Sciences (HASS), Technology, Health and Physical Education, The Arts, and Languages (Chinese).

TEACHING STRATEGIES

Year level teams work collaboratively to develop unit plans of work for each learning area. These units are reviewed and adjusted on a regular basis to ensure they meet the needs of our learners. Year level teams participate in planning meetings and allow teachers to critically reflect on their own practices as well as share ideas of best practice. Consistency is evidenced across year levels; particularly in the delivery of assessment tasks and academic reporting, however, each classroom will reflect the character and individual personalities of the teacher and students in the class.

Our *Ashgrove Approach* pedagogical framework shows the key teaching strategies implemented across the school to improve student learning and engagement.

DATA GATHERING

Teachers of Year P-6 collect student data from a variety of sources including academic report card data, diagnostic testing, reading records, anecdotal evidence and NAPLAN results. Teachers analyse this information, as well as information gained from daily class work, to adapt their planning for teaching and learning in order to differentiate and meet the needs of individual students. Teachers participate in data conversations to review the data and plan for their teaching and learning of individual students.

GOAL SETTING

Each term, students will be set individual learning goals to support them with their academic and social progress. Academic goals are linked to our school improvement focus and strategy. Goals will be communicated with parents and are monitored throughout the term.

ASSESSMENT

The purpose of assessment is to improve student learning. With this in mind, our teachers ensure that quality assessment pieces align with the Australian Curriculum and Assessment Reporting Authority (ACARA) guidelines. During collaborative planning, teachers determine appropriate assessment tasks and marking guides for the units of work.

In determining how each student is performing against their peers, a regular moderation process occurs within each year level to create alignment across the year level. At these moderation meetings, teachers view the work of other students in the year level, and have professional conversations with their colleagues about the judgements they have made in assessing students in order to ensure consistency across the year level of student achievement against the Australian Curriculum achievement standards for each year level.

REPORTING

At the end of each semester, a report card is provided for every child in Prep to Year 6. This report card template is used throughout Queensland schools and reports on the key learning areas. A five-level achievement code describes the student's overall achievement. A full explanation of the achievement codes are detailed on the front cover of the report card.

The purpose of reporting is to provide information to parents about their child's progress in the Australian Curriculum. Written comments outline what each student has achieved and provide advice on areas for improvement.

As well as written reports, all parents are encouraged to attend scheduled parent/teacher interviews held mid-way during Semesters One and Two. We utilise an online booking system for the purpose of scheduling these interviews and a notice is sent out to parents confirming the dates. Parent/Teacher interviews are a vital link in ensuring communication is clear and open regarding a student's progress.

Parents and teachers are welcome to organise additional parent/teacher interviews at any time throughout the year. To gain the most from interviews outside of scheduled times, it is recommended that parents make an appointment in order for the teacher to organise data or other necessary work samples. This will ensure that you are provided with the most up-to-date information about your child's progress.



The Ashgrove Approach

A Whole School Pedagogical Framework



HIGH EXPECTATIONS:

The Ashgrove Approach is based on shared beliefs and understandings about both teachers and learners. We believe that all students (whatever their level of ability, and social, language or cultural background) can achieve and all teachers can teach to high standards. Our goal is to help students meet their optimal potential. (Sharratt, 2019, p.47-49) We do this by engaging students in learning and achievement, using high quality, evidence-based practices that are focused on ensuring that every student achieves. (DoE)

MODEL OF TEACHING/INSTRUCTION

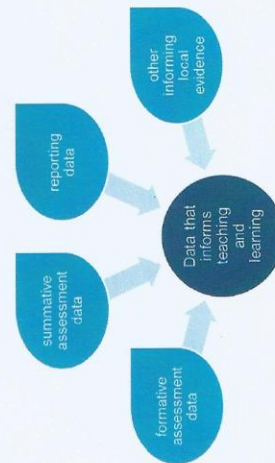
- Use explicit teaching practices (I Do, We Do, You Do) and the Gradual Release of Responsibility Model of Instruction (detailed below):

| | | | | | | | | |
|----------------|---|-----------------|---|-----------------|---|----------------------|---|---------------------|
| Teacher models | → | Guided Practice | → | Shared Practice | → | Independent Practice | → | Student Application |
|----------------|---|-----------------|---|-----------------|---|----------------------|---|---------------------|
- Use Lyn Sharratt's Assessment and Instruction Framework to:
 - Communicate learning goals through learning intentions
 - Use exemplars to show what high quality performance looks like
 - Provide success criteria for high performance
 - Provide targeted feedback against success criteria
- Provide students with three learning goals each term (writing, numeracy and social) based on data and observations
- Monitor students' progress towards goals
- Respond to the diverse learning needs of individuals and groups of students, including students with disability, gifted and talented students, and students who are learning English as an additional language
- Use data analysis, including pre-assessment, to inform the starting points for teaching units of work
- Adjust teaching and learning sequences to meet the learning needs of all students
- Design formative and summative assessment tasks to be inclusive and meet the needs of all students
- Use evidence to evaluate, adapt or change teaching strategies and resources so that students continue to make progress
- Use frequent monitoring and evidence to provide feedback that enables students to progress
- Provide challenging learning experiences that further develop literacy, numeracy, and critical and creative thinking capabilities across the curriculum
- Use technological pedagogical content knowledge to enhance student learning within learning areas (use ICT to access and process subject matter, and support and enhance learning)



EVIDENCE-BASED DECISION MAKING

- Collect and analyse student data regularly to monitor progress, prompt early intervention and advancement, guide teaching practices, and assist student transition between year levels
- Refer to regional and school-based benchmarks/targets inform evidence-based decision-making.
- Use Early Start and the P-10 Literacy Continuum to monitor students' progress in literacy and numeracy in Prep to Year 2
- Use high impact, evidence-based teaching practices focused on success for every student
- Use a variety of formative and summative assessment tools to monitor students' progress in literacy and numeracy in all year levels
- Use visual displays to track student progress
- Conduct regular, on-going student case management throughout the year, and discuss, enact and reflect upon effective high yield strategies to improve student outcomes
- Engage in the work of Lyn Sharratt's 14 parameters to maintain focus on students' progress
- Use agreed feedback practices for staff, students and parents to improve performance



ALIGNMENT OF CURRICULUM, PEDAGOGY AND ASSESSMENT

- Develop a deep understanding of the Australian Curriculum
- Teach, assess and report on the Australian Curriculum through units of work aligned to the achievement standard and content descriptions
- Incorporate the general capabilities and cross-curriculum priorities within the content taught in the learning areas
- Improve students' literacy and numeracy achievement through all learning areas of the Australian Curriculum
- Use the Curriculum into the Classroom (C2C) materials, and other resources such as the P-10 Literacy Continuum, to support effective teaching, learning and assessment that suits individuals and the school context
- Develop Individual Curriculum Plans for students requiring a different year/band of years curriculum
- Document the requirement for intensive teaching for students in personalised learning plans
- Maintain a whole school curriculum, assessment and reporting plan that includes a whole school curriculum plan, year and/or band plans for each learning area, and unit plans
- Participate in year level planning sessions to ensure systematic curriculum delivery, and to plan, design and determine assessment and its implementation to ensure consistency across the year level
- Administer assessment according to Assessment Schedules detailed in the school's Assessment and Reporting Framework
- Use moderation process to ensure consistency of teacher judgment on individual summative assessment tasks, and accuracy of judgments on overall levels of achievement for reporting at the end of semester (A-E data)
- Engage in coaching, mentoring, profiling, walkthroughs, formal and informal feedback, and professional development to improve teaching practices and curriculum knowledge
- Collaborate with other staff



SAFE, SUPPORTIVE, CONNECTED AND INCLUSIVE LEARNING ENVIRONMENT

- Create inclusive opportunities for all students to reach their potential as successful learners
- Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity, responds to students' needs and interests and builds students' autonomy
- Develop and maintain effective teacher-student relationships
- Use consistent, whole school approaches to behaviour management
- Establish, implement, monitor and review clear guidelines and policies for the innovative, responsible and ethical use of digital technologies to enable students to live and operate in a digital world
- Establish and maintain classroom rules, routines and expectations
- Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement
- Support staff through coaching and watching others work

PARENTS AS PARTNERS

- Establish strong, innovative and strategic partnerships that expand opportunities and contribute directly to greater student success
- Communicate professionally with parents through class newsletters, a parent information night, and formal parent/teacher interviews
- Communicate curriculum expectations to parents
- Work in partnership with parents/caregivers to ensure homework completion and to discuss and address any concerns



CURRICULUM ENHANCEMENT

ACTIVITIES/EXCURSIONS

Throughout the year various activities/excursions are organised by staff to support and enhance the school curriculum. Parents/Carers provide digital permission via the Consent Management Module in QParents. The school will invoice parents for these activities as they arise during the term.

An overview of these activities is listed below as a guide only, with **approximate costs**.

| Year Level | Excursion/Activity (Parents will be emailed an invoice for each activity/excursion) | APPROX. Cost |
|---|--|---------------------------------|
| P-6 | Class Excursion/Incursion, 1-2 per term, as advised by class teacher | \$7-\$30 per activity |
| P-6 | SAKG Program | \$7.50 per year |
| P-6 | Voluntary Technology Contribution | \$50 per family |
| P-3 | Under 8s Day | \$5 per year |
| Prep | Vision Screening (with parent permission) | \$10 per year |
| Prep | Hear & Say Hearing Screening (with parent permission) | \$25 per year |
| 1-6 | Mathletics | \$10 per year |
| 2-6 | ICAS Assessments (<i>not compulsory, register & pay direct ICAS</i>) | \$20 per test |
| 2-6 | ** Chess (Interschool Tournaments) | \$20 per tournament |
| 3-6 | ** Instrumental Music Program Including School Instrument Hire | \$80 per year \$180 per year |
| 3-6 | ** Strings & Band Music Camp | \$60-\$80 per camp |
| 3-6 | Senior Choir Middle Choir | \$40 per year \$30 per year |
| 3-6 | ** Advanced Learners (various competitions/challenges) | \$8-\$20 per activity |
| 4-6 | Outdoor Education Program (Year 4, 5 & 6) | \$300-\$800 per camp |
| 4-6 | Inter-school Sport | \$50 per year |
| 4-6 | ** NWD Representative Sport | \$15 per sport |
| 5-6 | Human Relationships (Life Education) | \$30 per year |
| 6 | Farewell Assembly | \$10 per year |
| <i>** Selected students only will be invoiced</i> | | |

ADVANCED LEARNING PROGRAM

Ashgrove State School has an inclusive approach to curriculum provision for our highly capable students. The school community is committed to providing opportunities for all students in the school to enrich and enhance their learning and that includes supporting and challenging our advanced learners as they pursue excellence. Additionally, through continually reviewing the pedagogical approaches to curriculum delivery, and by differentiating the curriculum to respond to individual learning needs, we aspire to develop a passion for life-long learning.

Our program of extension within the class, in small group learning and in the many enrichment opportunities offered, allows students to expand their skills, knowledge and processes to meet their potential for success. Teaching strategies that foster the development of positive social attitudes and supportive peer relationships further build the social and emotional capacity of highly capable students.

Teachers differentiate content, process, product and learning environment to engage learners. For advanced learners, they deliver parts of the curriculum at a pace, degree of abstraction and complexity beyond the learning expectations of their same age peers. This challenges the students and allows them to show their thinking. We have a coaching and mentoring system in place to support teachers to adapt their teaching to meet the identified needs of advanced learners.

Enrichment broadens and deepens the curriculum and occurs within, and beyond, the regular classroom. These learning opportunities engage student interests, identify gifts and talents, and enhance thinking, reasoning and problem solving. Examples of the extra-curricular enrichment opportunities available are: Debating, Chess, Australian Mathematics Competition, District Mathematics Tournament, Opti-Minds, Science Fair, Mt Coot-tha Young Writers, various writing competitions, and the Virtual STEM Academy Scholars Program.

ARTS/LITERATURE FESTIVAL

Ashgrove State School is proud to host an Arts & Literature Festival, which is a week-long event held in Term Three with a focus on literature and creativity. The festival, which includes a variety of activities and performances throughout the week, is a fantastic opportunity for Ashgrove students to meet and speak with authors, attend specialist workshops and produce and showcase their own creative visual arts skills.

BERRY STREET

Ashgrove State School staff are trained in the Berry Street Education Model (BSEM). This model of student centred, trauma informed practise equips our Teachers and Support Staff with practical, classroom-based strategies to increase the engagement of all students, including those with complex, unmet learning needs. BSEM supports students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement. As you get to know your child's classroom teacher and routine, you will see many BSEM strategies such as 'Ready to Learn' plans, 'Brain Break' activities and finely tuned classroom routines which promote a sense of security and predictability for our students.

CHINESE

Our school offers weekly LOTE lessons in Chinese Mandarin to students in Year 2 to Year 6.

HOMEWORK

Ashgrove State School, in consultation with the school community, has developed a homework policy which meets the requirements of the Department of Education's policy document *Homework (Revised May 2018)*. Homework is an opportunity for parents/carers to participate in their child's education. Homework consolidates and reinforces classroom learning and fosters good lifelong study habits. Regular homework allows students to develop individual organisational skills without the structure of the classroom. Our homework policy emphasises that the amount of homework allows sufficient time for family, recreation, community and cultural activities. The school homework policy is available on our school website.

LEADERSHIP PROGRAM

Year 5 students applying for a leadership position in Year 6 will submit an application to their class teacher early in Term 4. The School Captain process will be completed by the end of Term 4 with the School Captains names announced at the final assembly for the year. The process for all other leadership positions will be completed early in Term 1 the following year.

- Students who have applied for **school captain** will be interviewed by Principal, Deputy Principal and a P&C Rep. The top 16 candidates will then move to the next phase of the selection process.
- Successful school captain candidates **present a speech** to students in Years 3-5. A voting process will be undertaken to determine the school captains.
- Students nominating for **all other roles** will complete **an interview process** with subject area staff early in Year 6.
- Classroom teachers will prepare students in class for the writing of applications.
- Top 2 candidates (top 1 for debating) will be appointed for each of the roles. The only exception is the School Captain roles which will be the top 2 boys and top 2 girls.

PHYSICAL EDUCATION

All students participate in health and physical education (HPE) lessons each week as well as the school's Athletics, Cross Country and Swimming Carnivals. Students 10 years and older who display advanced skills in these areas are selected for representative opportunities at district, regional and state levels. All students are given swimming lessons at our school pool in Terms 1 & 4 (Preps are Term 4 only).

Students in Years 4 to 6 participate in interschool sporting competitions held on Friday afternoons against other schools in the Mt Coot-tha cluster. Students can choose to play soccer, cricket, softball, netball, touch football, AFL, water polo, and rugby league.

PREP TRANSITION PROGRAM

We provide many opportunities throughout Terms 3 and 4 for our future Preps to begin transitioning in to school and for our staff to get to know the needs of our future learners. We have a team approach involving teachers, teacher aides, support staff, our Advanced Learning Mentor, P-2 Deputy Principal and Principal. Staff liaise with and visit local Early Childcare and Education Centres; children and their families meet with the Principal and there are a range of opportunities which take place at school including:

- Children joining a prep class for a one-hour session during learning time in Term 3
- Pre-Prep Playgroup which runs for one morning session a week across 6 weeks in Term 4
- Prep Experience Morning with all future Prep students put into classes together with a teacher to experience a typical morning of learning and play in Term 4
- Prep Parent Information Night

When school commences, our Year 6 students take on a supportive, mentoring role through our Prep-Year 6 buddy program. The students meet each week to do activities together.

SCHOOL CAMPS & OUTDOOR LEARNING

Ashgrove State School provides varied opportunities for our students to make outdoor learning curriculum connections. Students in the upper year levels are involved in our school camping program. The objectives of school camps are to provide opportunity to develop leadership skills, to experience guided, integrated learning across the curriculum in natural environments and provide opportunity for social and emotional development. Information regarding the school camp programs and costs are provided to parents well in advance of the actual camp dates.

STEPHANIE ALEXANDER KITCHEN GARDEN PROGRAM

In 2011 the school was selected to join the Stephanie Alexander Kitchen Garden Program (SAKG). This program provides an opportunity for our children to learn life skills by growing a wide variety of fruits, vegetables and herbs, harvesting it, then cooking it in a home-style kitchen. As part of the Shared Table philosophy, the children eat the produce they have cooked together in our outdoor eating area. A purpose built Masterchef style kitchen was built in 2014 for specialised SAKG cooking lessons.

The school employs a specialist cooking teacher to offer lessons once per term for all year levels.

STUDENT COUNCIL

The Student Council consists of two class representatives from Years 4, 5 and 6. The members of the Student Council are a representative voice for matters and activities within the school. The Year 4 & 5 council members change each semester to give more children the opportunity to display leadership qualities. The Student Council also supports fundraising for charitable causes in the community.

TECHNOLOGY

Providing students with access to an extensive range of technology tools has been a feature of Ashgrove State School over many years. The Australian Curriculum ensures that students are provided with opportunities to become capable and confident in the use of technology within all curriculum areas.

Students in Prep to Year 2 will access a range of technology provided by the school. These students will not be required to bring any technology devices from home.

Students in Years 3 to 6 will access iPads in the classroom. Parents of students in these year levels can choose from one of the following options that are aligned to EQ Policy

1. Provide an iPad for their child to use. We recommend parents also purchase insurance for the iPad and buy a sturdy case and screen protector. The iPad must support the latest iOS operating system. Required year level Apps are downloaded via iTunes.
2. Join the [Student Resource Scheme](#) and pay \$300/year (from 2024) to access a school iPad whilst at school (this includes hire of the device, Apps, administration/maintenance cost, case and screen protector provided by the school)
3. Access an [Equity Fleet iPad](#). (This option is for families experiencing financial hardship. Please ring the office to make an appointment to discuss this option if required.)

Features and resources of the school's technology program are:

- High speed fibre optic cable connection to the internet;

- Wireless access points throughout the school;
- Onsite computer technician
- Equity fleet of mobile devices, ensuring all students have access to technology;
- A local school network providing all students with a connection to the Education Queensland Managed Internet Service;
- Computerised library access system with easy access to an online eBook library;
- Interactive projectors or touch-panels in all classrooms and other areas of the school, allowing teachers and students to share and collaborate;
- Bee Bots, Spheros, Edison Robots, Ozobots, Abilix-Krypton Robots, Lego WeDo2.0 and Lego Mindstorms EV3 Robots – programmable robot;
- Programmable Drones;
- Little Bits and Innobits, Makey Makey – electronic circuits that allow for creation and invention;
- Think & Learn Code-a-pillars;
- Osmos – hands on coding programs;
- Mobile Green Screen;
- Video and audio recording devices;
- 2 x 3D Printers for student projects.
- Class VR Virtual Reality headsets to explore educational 3D photography and video experiences

THE ARTS

Classroom Music: As part of their music education all year levels attend a music lesson each week. Students learn the basics of ukulele playing from Year 3 and continue throughout the senior years.

Choir: Year 5 & 6 students may nominate to join the Senior Choir and Year 3 & 4 students may join the Middle Choir. The choir takes part in a range of performances throughout the year.

Instrumental Music: Instruction is offered in the areas of woodwind, brass, percussion and strings. Specialist Music Teachers teach students selected for these programs during normal school hours and rehearse before school. Selection into the strings program begins in Year 3, while students in percussion, brass and woodwind are selected from Year 4. The concert band and string ensemble are given a number of opportunities to perform outside of school.

All students also participate in units of Visual Arts, Drama & Dance and Media Arts.

UR STRONG

Ashgrove State School is proud to be a URStrong School, creating a culture of kindness and inclusivity at our school. URStrong provides our teachers with a friendship skills curriculum, 'Friendology 101' that helps kids establish and maintain healthy relationships, manage conflict with kindness and increase their overall resilience.

STUDENT CODE OF CONDUCT

Our Student Code of Conduct outlines the approach we take to supporting positive behaviour at our school, and the procedures and processes we undertake in response to behaviour management. This document aligns with the Education Queensland guidelines for Student Code of Conduct 2020 – 2023. This policy is being reviewed and updated for 2024.

Ashgrove State School's approach to discipline is based on a set of shared community values, and the underlying belief that all students can learn **positive behaviours and social-emotional skills**. We teach positive behaviours and skills and build a shared understanding of our school values through explicit instruction and also implicitly, through daily interactions and modelling. Our frameworks and programs for this include the Berry Street Education Model and Friendology.

Our goal is to create **an inclusive culture** that builds student achievement and wellbeing, strong relationships, and student autonomy and self-efficacy. We believe that the best outcomes for students are achieved through developing and maintaining relationships between members of the school community and values and responds to diversity through a differentiated approach.

When **responding to discipline issues** we use respectful approaches which promote responsible behaviour, accountability for actions and self-discipline. We incorporate restorative practices into our responses to behaviour. Our aim is to provide a consistent, fair and equitable approach to discipline for all. We understand that responding to student behaviour is most effective when it maintains respectful relationships and open communication. Responses to, and interventions for, behaviour are differentiated for students and groups of students as appropriate.

Respect, Responsibility and Safety are our key school values which guide the behaviour of all members of our community including students, staff, parents and community members.

A copy of the Student Code of Conduct document is available on our school website <https://ashgrovess.eq.edu.au/supportandresources/formsanddocuments/documents/student-code-of-conduct.pdf>



COMPLAINTS MANAGEMENT

The vision of Ashgrove State School is an inclusive, collaborative community of engaged, capable and confident learners, prioritising the success and well-being of every student.

There may however be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education or well-being.

Our school is committed to ensuring that all complaints are dealt with in a fair, respectful and equitable manner.

As a complainant it is your responsibility to:

- give a clear idea of the issue or concern and your desired outcome;
- provide all the relevant facts when making the complaint;
- understand that addressing a complaint can take time;
- cooperate respectfully and understand that unreasonable, abusive or disrespectful conduct will not be tolerated;
- let us know if something changes, including if help is no longer needed.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student.

1. **Early Resolution: discuss your complaint with the school.**

The best place to raise any concerns is at the point where the problem or issue arose.

- In the first instance make an appointment to meet with your child's **Teacher** to discuss the issue or problem.
- If you still have concerns after meeting with the teacher, contact the school office to make an appointment to meet with the relevant **Deputy Principal**.
- If the issue relates to school operations phone or email the office to make an appointment to discuss the matter with the **Principal**.

2. **Internal Review: contact the local Regional Office**

If, after taking the Early Resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review.

3. **External Review: contact a Review Authority**

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review.

COMMUNICATION

APPOINTMENTS WITH STAFF

If you wish to discuss any matters concerning your child, please contact your child's teacher in the first instance as they are in the best position to address questions or concerns regarding your child. It is recommended to make an appointment to allow the teacher time to gather data to give you the best possible information about your child. All teachers provide their school email address to parents at the start of the school year for ease of communication.

COMMUNICATION FROM SCHOOL

Parent Information Evenings: These are held in February for every class. They provide general information on the operation of the classroom and the curriculum.

Newsletter: The Argus school newsletter is emailed fortnightly via Schoolzine. Parents are urged to read this carefully as it is the main means of communication between the school and parents. The newsletter contains news from the Leadership team, student awards, general school information and community news. We recommend parents save the Schoolzine sender email address into their contacts so the messages do not go to junk mail: ashgrovess@schoolzineplus.com

Newsflash Messages: A Schoolzine newsflash may be emailed to parents for specific information and reminders.

Consent Forms: Digital permission forms for excursions and incursions are emailed to parents/carers and can be completed online via QParents.

Letters/Notices: Other information from school is sent home either as hard copies with the children or emailed directly to parents from classroom teachers.

Parent Network: Information relating to P&C events or the Fete may be circulated via email through the Parent Network.

Social Media: The school has a Facebook and Instagram account.

SMS: The school uses the Infoways SMS system to text parents of emergency situations and unexplained absences.

Website: The school has a comprehensive website <https://ashgrovess.eq.edu.au> containing curriculum information, school policies and an events calendar etc which is regularly updated.

MOBILE DEVICES

The Queensland government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students. From the first day of Term 1 2024 mobile phones and smartwatches will need to be '*away for the day*', including during break times. Students will be permitted to bring phones and smartwatches to school so that they can contact their parents before or after school hours. The safety of these phones on school grounds remains the responsibility of the student. iPads are not to be used to directly contact parents during the school day. All messages for students should continue to be relayed via the school office.

PARENT TEACHER INTERVIEWS

The school has two formal periods for parent teacher interviews. These are held at the end of term 1 and 3 three. Interview times are booked via an online parent/teacher interview booking system. Parents may also request an interview with the teacher at any other time to discuss a student's progress or issues.

QPARENTS

The QParents website and mobile application provides an easier, more convenient way for parents to interact with the school. Parents have secure online access to their child's information 24/7 through a smartphone, tablet or computer. Once registered, parents can use the QParent App to access academic reports, pay student invoices, record absences, sign digital consent forms and update contact details.

TELEPHONE CALLS

Messages will always be passed on to children during the school day if they are of an urgent nature or relate to a family emergency. For all other messages, including a change of arrangement for school pick-up, please let the office know prior to 1.15pm to ensure we have time to get the message to your child.

ENROLMENT

The Department of Education is responsible for providing facilities to meet the educational needs of students residing within a school's catchment area.

A School Enrolment Management Plan (School EMP) is introduced in a state school which is nearing its Student Enrolment Capacity. In order to ensure sufficient facilities are available for in-catchment students, principals of these schools are required to restrict the enrolments from out-of-catchment students.

Ashgrove State School operates under an EMP and enrolment is only guaranteed if you reside within our Catchment Zone and meet the eligibility criteria outlined in the school's [Enrolment Management Plan](#). This document is available on our school website: <https://ashgrovess.eq.edu.au/enrolments>

For In Catchment families an enrolment application form can be submitted the year prior to commencing Prep. Proof of residence documents will need to be provided.

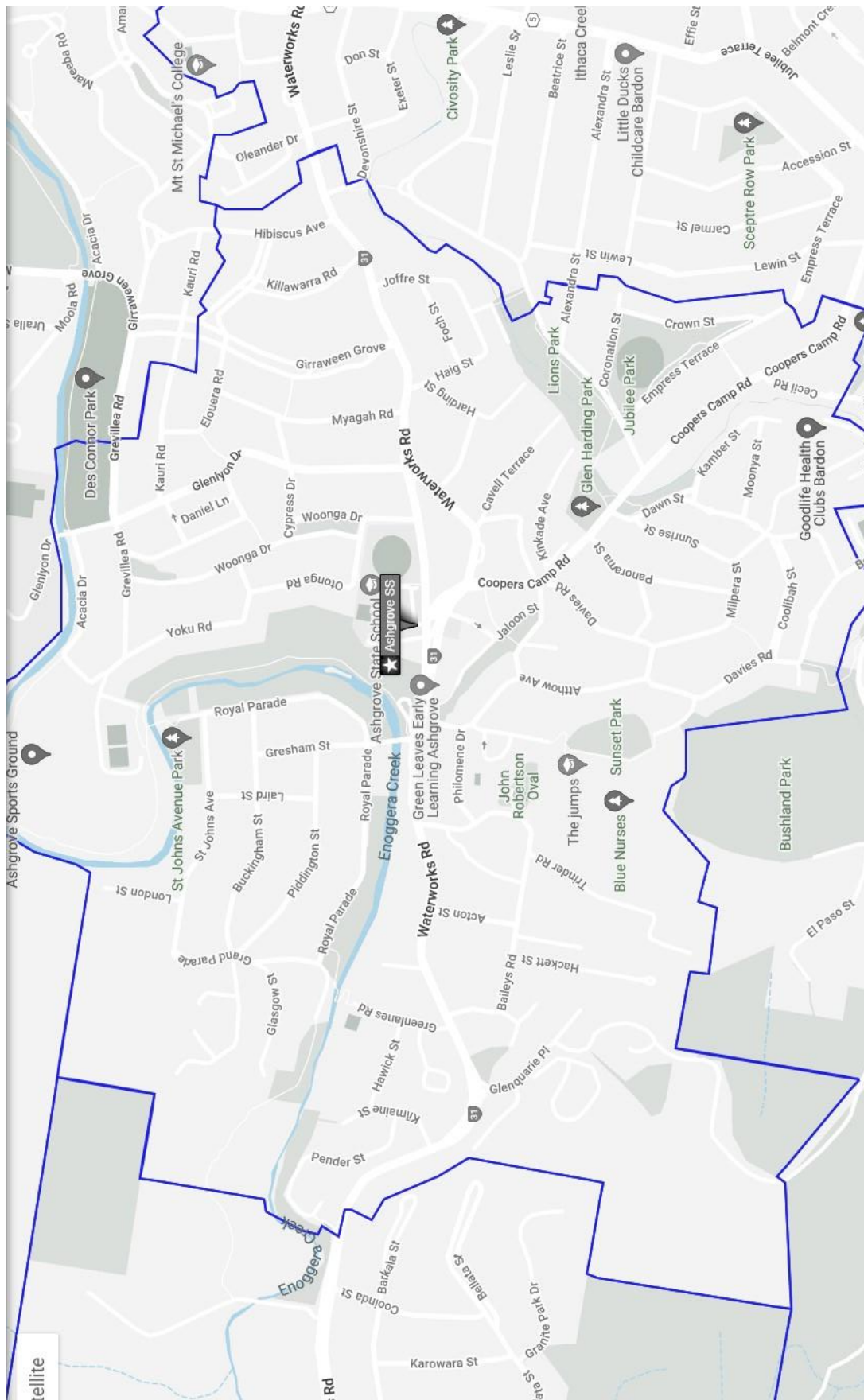
A Waitlist operates for Prep Out of Catchment families. Online submissions open the first Monday in March the year prior to starting school. Refer to our website for further information.

Ashgrove State School's catchment area is available on the Department's website at www.qgso.qld.gov.au/maps/edmap/.

A catchment area is the geographical area from which a state school is to have its core intake of students. This means that a student is entitled to be enrolled at the school if their principal place of residence is within the school's catchment.

School catchment areas are determined using equal distance principles and specialist software. The Queensland Government Statistician's Office (QGSO) calculates catchment areas by measuring the equal distance to and from the main entrances of neighbouring schools using trafficable road networks by return journey.

Ashgrove State School Catchment Map 2023



EXTRA CURRICULAR ACTIVITIES

AQUATHONS

During Term 1 & Term 4 students have an opportunity to participate in an Aquathon held before school. Prep to Year 3 compete over 15 minutes running oval laps and swimming the width of the pool. Year 4 to Year 6 students compete over 20 minutes running oval laps and swimming the length of the pool.

BOOK CLUB

The school participates in Scholastic Book Club. Parent helpers ensure the continuation of Book Club and our school is able to purchase some great resources using Book Club reward points. Once a term catalogues are sent home and parents may order books at reasonable prices. Participation by individual families is optional. Orders can be placed directly through Scholastic's Linked Online Ordering & Payment (LOOP) platform.

CHESS

Students from Year 2 and older are welcome to join the school chess club. Chess coaching is offered before school on Wednesday morning by Gardiner Chess in the hall. Students in our chess club have the opportunity to play in inter-school competitions

DEBATING

Students from Year 5 and 6 are selected in teams that compete in the Queensland Debating Union for interschool competition. These teams are coached during lunchtimes by staff and parents who are experienced debating coaches. Debating students have the opportunity to wear a formal school uniform with jacket and school tie.

MATHLETICS

To supplement and support the mathematics curriculum, the school enrolls all children from Year 1 to 6 in the Mathletics online program for an annual fee of \$10 per student. Students can access Mathletics both at home and school and many teachers set activities as part of their weekly class homework.

OPTI-MINDS

The school also participates in the Opti-Minds Challenge. Opti-Minds is an interschool problem-solving event for students. Teams of 7 students per team across year levels are asked to find solutions to challenging problems which require experimentation and reward divergent thinking.

SCHOOL CLUBS/ACTIVITIES

The school offers students the opportunity to participate in a number of activities, held before or at lunchtimes, at various times throughout the year. These include: kilometre club, lower school play activities, maker space, Year 5 enterprise day.

SCIENCE FAIR

Students in Year 2-6 have the opportunity to work on an independent science project to be presented at our annual Science Fair. Staff are available to meet with the children at lunchtime to offer support and advice if needed on their chosen project.

FACILITIES

Some of our facilities are available for community hire outside of school hours. In 2023 we hire our facilities to organisations that offer children's classes in: tennis, martial arts, keyboard lessons, chess, robotics and a variety of sporting activities on the oval.

For more information, please contact the school office or email admin@ashgroveeq.edu.au.

GROUNDS

The grounds at Ashgrove State School are well maintained and have been developed to enhance both their practical and aesthetic value. Attention has been given to providing shade both through tree planting and shade structures. A number of planned playgrounds are located around the school grounds which provide fun play areas and outdoor learning environments.

Sporting facilities at Ashgrove State School include tennis courts, netball court, cricket pitch, cricket practice wickets. The oval has two covered pergolas with seating.

JB STEPHENS CENTRE

The JB Stephens Centre (named after the first Head Teacher of the school) was provided through fundraising of the school's P&C Association and financial assistance from the State Government. It provides an excellent multipurpose facility to host instrumental music lessons, professional development courses and other presentations.

LIBRARY - RESOURCE CENTRE

An extensive collection of fiction and non-fiction books as well as other resource and recreational material is housed in the school's Resource Centre. The library management system is fully computerised and is connected through the school network to the internet. Materials are available for borrowing by students, teachers, staff and parents.

OUTSIDE SCHOOL HOURS CARE

Outside School Hours Care run by YMCA has a building on the school oval. This enables OSHC staff to create a more homely environment for the children. This building will also be available during the day for school use.

SCHOOL HALL

The school hall was built in 2011 as part of the Federal Government BER initiative (Building Education Revolution). This facility has multi-purpose flooring which allows it to be used as a teaching venue for PE lessons. It is also equipped with a sound system and drop down screen and projector. The venue is used for school assemblies, presentations, performances and other school functions.

SWIMMING POOL

The on-site swimming pool ensures all students from Prep to Year 6 receive basic swimming instruction from our specialist Physical Education Teacher. The pool is solar and gas heated, making the water temperature comfortable throughout the year.

The swimming pool is leased to The Swim Academy, a professional, accredited coaching team, who conduct Learn to Swim and Squad Coaching lessons. Swimming Lessons are organised for all levels from Learn to Swim, Stroke Correction, Encouragement, Development, Improvement, Competitive, Fitness and Adult lessons. Enquiries can be directed to Peter via their website: www.theswimacademy.com.au

TENNIS COURTS

The school has two tennis courts on site. Tennis lessons are conducted on our school courts on various days before and after school.

The Gap Health & Racquet – Phone 3300-6668

Tony Dudgeon Coaching - Phone 0401 972 978

The courts are also available for community hire outside of school hours. Contact Tennis for Kids via their website www.tennisforkids.com.au for further details.

HEALTH and SAFETY

ABSENCE FROM SCHOOL

Parents are asked to advise of a child's absence from school before 8am by sending an email to absences@ashgrove.eq.edu.au. In the email subject line please include the child's name, class and reason for absence. Parents can also report absences via the QParents App. Please contact the teacher directly if your child is away for 3 or more consecutive days.

Due to the departmental mandatory student absence reporting procedures, parents will be sent a text in the morning for any **Unexplained** absences. If your child is late to school you are required to go to the school office and collect a Late Slip to give to the teacher. This will alleviate an SMS message sent for unexplained absence. If your child is away from school for more than 10 consecutive school days (due to illness or holiday) parents must apply for an Exemption from Compulsory Schooling. Exemption forms are available from the school office and must be approved by the principal.

ACCIDENTS and ILLNESS

Students who are unwell should not attend school. Minor injuries are treated at school. Where the illness/injury appears more serious, parents will be contacted to collect their child. In cases where the injury is considered serious and/or the child appears seriously ill, an ambulance will be called and the parents contacted. A parent will be contacted in every instance when a child receives a head injury.

Children with a minor illness at school are treated before returning to class. If a child is not well enough to return to class, parents will be called and they will be asked to take their child home.

Queensland State Schools do not have personal accident insurance cover for student injuries.

ANAPHYLAXIS POLICY

The school has a number of students with anaphylaxis to certain allergens. Whilst the school does not ban particular foods at school, we endeavour to provide an environment that minimises the risk for students with anaphylaxis. Parents must provide the school office with an Anaphylaxis Action Plan and Epipen or Anapen.

CRITICAL INCIDENT POLICY

The school has a detailed Critical Incident Policy which covers items such as fire evacuation, lockdown, storm, bomb threat and medical emergencies.

ARRIVING & LEAVING SCHOOL RULES

BEFORE SCHOOL

Students will be supervised in the central under cover area (UCA) by a staff member from 8am. Children who arrive to school early and are not engaged in extra-curricular activities are required to sit quietly in the (UCA) with their parent/carer as there is no supervision prior to 8am. Alternatively parents may wish to book them into Before School Care which opens at 6:30am. Students who are attending sports training, music rehearsals or other planned activities will be supervised by the adult in charge. At 8:15am a bell will ring and the children are released to play in their allocated play areas. Additional staff will be on duty to supervise children from 8:15am to 8:40am. The bell will ring again at 8:40am for children to proceed to class. The times to enter classrooms are determined by year level teachers, based on their location, team decision and student ages. Please check with your classroom teacher about the appropriate time to enter the classroom. Class lessons commence at 8:45am.

AFTER SCHOOL

Children will be dismissed from school at 2.55pm. Children who walk, ride or catch public transport home on their own are expected to go directly home. Children who are being collected are expected to wait at an appropriate exit for their parents and not be involved in games or be on playground equipment. Parents who are in the school grounds supervising their children are asked to actively supervise their children close to where they are playing to ensure their safety.

Staff will supervise the top Stop Drop Go Zone until 3:15pm. If a child is still on the school grounds unsupervised when the school bell rings at 3:15pm they must come to the office (no exceptions). Parents will be called to collect their child.

ARRIVING LATE TO SCHOOL

If your child arrives late to school (any time after 8:45am) they must report to the office and collect a Late Slip to give to the classroom teacher.

LEAVING DURING SCHOOL HOURS

Once children are at school they will not be allowed to leave the school grounds until dismissal time at 2.55pm. If your child is required to leave due to illness or attend appointments during the school day, parents (or authorised emergency contacts) are asked to report to the office and sign the child out in the register. Parents/Carers must then take a leaving early slip to the class teacher to collect their child from the classroom.

CONTACT INFORMATION

Should you change address, telephone numbers, email or place of work, please advise the office in writing so your details are updated in OneSchool.

HEAD LICE

Head lice are an ongoing problem in schools in Queensland. Please advise the class teacher when head lice have been found. The school will notify parents via an email of any head lice alerts. It is essential that all parents of children in that class check every 2 days until there are no head lice found after 10 consecutive days. Once a child's hair has been treated they may return to school. Information on how to treat head lice is available at <http://conditions.health.qld.gov.au/HealthCondition/condition/14/165/351/Head-Lice>

MEDICATION AT SCHOOL

Parents need to be aware that Education Queensland provides strict guidelines for schools to follow regarding administration of medicine to students. **It is unwise for children to carry medication.** Parents are asked to adhere to the guidelines set out below for student prescribed medication to be administered when necessary. The only exception may be asthma medication.

- With any medication parents must provide a written request to the school using the *Request to Administer Medication* form available from the office.
- Written instructions by the pharmacist, including the Doctor's name and dosage, must appear on the label of the medication. Specific times as well as quantity to be administered must be indicated. School staff cannot supply or administer non-prescribed oral medication (such as Panadol and over the counter medication).

P&C STUDENT ACCIDENT INSURANCE

From time-to-time children sustain injuries during school-related activities, both at school and at events outside of school, such as excursions, sporting or other events. There is no accident cover or medical insurance for students enrolled in Government schools. P&C Qld facilitates a Student Injury Insurance Policy through Marsh Advantage Insurance.

SICKNESS – INFECTIOUS DISEASES

Some infectious diseases require children who are suffering from the disease to be excluded from school for a period of time. Please refer to the following Queensland Department of Health website for information on the recommended minimum exclusion periods for infectious conditions.

https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf

Parents are asked to notify the school if your child is diagnosed with any of the following conditions:

COVID-19, Chicken Pox, German Measles, Haemophilus Influenza type b, Head Lice, Hepatitis A, Measles, Meningococcal Infection, Mumps, STEC, Slap cheek syndrome, Shigellosis, Shingles, Typhoid, Whooping Cough

SUN SAFETY

The school has a '**No Hat - No Play**' rule. All children in the school are encouraged to wear sunscreen and have sun safe clothing. The school tries to, where possible, conduct lessons that minimise children's exposure to the sun. Sunscreen is provided in all classrooms and at the swimming pool. We recommend parents apply sunscreen to their child before school, and students can re-apply sunscreen during the day if necessary.

School staff are not permitted to apply sunscreen to the children, but can remind children to apply the sunscreen before breaks.

SUPERVISION OF CHILDREN

The school provides no formal supervision for children before 8.00am and after 2.55pm. Children are therefore the responsibility of parents outside of these times. YMCA offers before school care from 6:30am – 8:45am and after school care from 2:55pm – 6:00pm. We ask that parents insist that their children follow school rules whilst in school grounds. During first and second break times staff members are rostered to supervise the children in the playground and eating areas.

WET WEATHER

The school has a wet weather policy, which provides supervision and protection for children in the event of wet weather and storms. If a Wet Weather break is called children will eat in their designated eating areas, then return to their classrooms during playtime. Our Severe Weather Lockdown procedure is included in our Critical Incident Management Plan.

MISCELLANEOUS

ASSEMBLY

Senior and Junior assemblies are held on alternate Tuesday mornings starting at 9:00am in the school hall. This is a time for presentations by students, recognition of achievement and emphasising matters relating to the operation of the school. Parents are welcome to attend.

BOOKLISTS

A booklist containing the class stationery/text book requirements for the following year is made available to parents at the start of Term 4. The P & C Association have an arrangement with Campion Education to supply the items on the booklist. Orders are submitted and paid for online on the Campion website. Included in the booklist are details of the voluntary P&C Family contribution scheme. In 2023 the suggested contribution is \$80 for one child, or \$130 per family.

DOGS ON SCHOOL GROUNDS

Dogs or other pets are not be permitted on the school grounds. Service dogs, or other specific cases where permission has been provided by the school principal, will be exempt. In addition to this, dogs are not to be left unattended at entrances of the school grounds.

FETE

The major fundraising activity for the P&C Association is the annual school fete. It is held each year on the Saturday immediately prior to Mothers' Day and is a much anticipated and well supported community event. The participation of all school families ensures the ongoing success of this event. Parents can be involved in a number of ways including convening the fete or a stall, donating, making or baking items or volunteering their time on fete day.

LOST PROPERTY

It is inevitable that children 'lose' things at school. Parents are asked to ensure ALL items of property are labelled with their child's name.

All lost property is gathered and placed in large plastic containers, which are located inside the western stairwell of the administration building. We encourage parents to check this area regularly.

MONEY COLLECTION

As school invoices are generated they are emailed directly to parents through the Education Department OneSchool program. Invoices can be paid via the BPoint link printed on the invoice. Invoice details can also be found on the QParents App. Payment can also be made by EFTPOS or Credit Card at the school office.

SCHOOL PHOTOS

Each year a commercial photographer (currently MSP Photography) is invited to the school to take photographs of class, individual portraits and music/extra-curricular groups. Class, individual and group photos can be ordered at the parent's discretion.

TOYS AND PERSONAL BELONGINGS

Children should not bring toys, games, collectables and personal belongings of value to school. The school has no avenue to replace lost or damaged items and will not be held responsible for their loss.

NAPLAN

Ashgrove State School has upheld a reputation in the wider community as a school of academic excellence. 2023 NAPLAN results are not comparable to results from previous years due to the new proficiency standards and online adaptive tests introduced this year.

Below is an outline of the results from the 2022 Year 3 and Year 5 NAPLAN testing, which gives comparative data against all schools in Queensland and across Australia.

| Reading | | | | |
|-------------|---|-------|--------------|-------|
| | | Mean | Top-2-Band-% | NMS-% |
| Australia | 3 | 437.8 | 53.8% | 95.5% |
| | 5 | 509.7 | 39.3% | 95.0% |
| Queensland | 3 | 422.1 | 47.4% | 95.1% |
| | 5 | 500.8 | 34.6% | 94.4% |
| Ashgrove-SS | 3 | 507.8 | 84.5% | 100% |
| | 5 | 571.5 | 75.0% | 100% |

| Writing | | | | |
|-------------|---|-------|--------------|-------|
| | | Mean | Top-2-Band-% | NMS-% |
| Australia | 3 | 422.1 | 49.9% | 96.2% |
| | 5 | 484.3 | 24.8% | 92.6% |
| Queensland | 3 | 406.5 | 40.7% | 95.2% |
| | 5 | 468.2 | 18.3% | 89.9% |
| Ashgrove-SS | 3 | 465.5 | 81.7% | 99.1% |
| | 5 | 523.7 | 44.7% | 100% |

| Spelling | | | | |
|-------------|---|-------|--------------|-------|
| | | Mean | Top-2-Band-% | NMS-% |
| Australia | 3 | 417.7 | 47.8% | 91.9% |
| | 5 | 504.8 | 36.8% | 94.1% |
| Queensland | 3 | 401.5 | 40.9% | 90.5% |
| | 5 | 493.9 | 31.6% | 93.2% |
| Ashgrove-SS | 3 | 479.0 | 74.5% | 99.1% |
| | 5 | 554.4 | 63.1% | 100% |

| Grammar & Punctuation | | | | |
|-----------------------|---|-------|--------------|-------|
| | | Mean | Top-2-Band-% | NMS-% |
| Australia | 3 | 433.2 | 52.4% | 94.1% |
| | 5 | 498.8 | 31.4% | 94.9% |
| Queensland | 3 | 419.1 | 46.8% | 93.7% |
| | 5 | 491.7 | 28.1% | 94.3% |
| Ashgrove-SS | 3 | 522.5 | 81.8% | 100% |
| | 5 | 565.8 | 57.3% | 100% |

| Numeracy | | | | |
|-------------|---|-------|--------------|-------|
| | | Mean | Top-2-Band-% | NMS-% |
| Australia | 3 | 399.8 | 34.2% | 95.0% |
| | 5 | 488.3 | 24.9% | 95.1% |
| Queensland | 3 | 387.3 | 28.1% | 94.8% |
| | 5 | 478.7 | 20.2% | 94.7% |
| Ashgrove-SS | 3 | 478.5 | 72.5% | 100% |
| | 5 | 537.8 | 54.3% | 100% |

Mean/NMS-% Above-National

Mean/NMS-% Similar-to-National

PARENTS AS PARTNERS

PARENTS' AND CITIZENS' ASSOCIATION

Meetings of the Ashgrove State School Parents' and Citizens' Association are usually held on the second Tuesday of every month unless otherwise advised. All parents are invited to become members of the P&C and are warmly welcomed at the meetings and encouraged to become actively involved in the school.

The P&C Association fulfil a major role in the school through fundraising activities which are also important social events. The annual fete is our major fundraising event and other smaller fundraising activities are also organised for the benefit of the school and the school community. The P&C Association also provide services such as the tuckshop and uniform shop.

The P&C Secretary can be contacted via email on asspandc@gmail.com.

SCHOOL COUNCIL

Ashgrove State School has a School Council comprised of 12 members with equal representation from staff and parents for elected members, plus 1 appointed member.

The role of a school council is to:

- monitor the school's strategic direction
- approve plans and policies of the school of a strategic nature, including the annual estimate of revenue and expenditure for the school
- monitor the implementation of the plans, policies and other relevant documents
- advise the school's principal about strategic matters.

Elected members retain their position for two years to ensure continuity of the School Council. Council vacancies are advertised in the school newsletter.

SWIMMING CLUB

Ashgrove State School has an Amateur Swimming Club, known as the 'Ashgrove Aces'. Club nights are held each Monday night, commencing at 6.15pm for Terms 1 and 4, excluding Christmas holidays. Club night is a fantastic opportunity for children to develop their swimming and competition skills in a relaxed, non-threatening environment. All strokes are offered each night and children are able to elect which events they would like to participate in.

Come along and join the activities of the Club. All enquires are to be directed to 'Ashgrove Aces' email ashgrove.aces@gmail.com. Our 25m pool is heated to optimum temperature in order to maximise its potential as a teaching facility all year round.

Facebook Page: <https://www.facebook.com/ashgroveaceswimclub/>

TUCKSHOP - *Phone: 3858-4718 Email: ashgrovetuckshop@gmail.com*

The school tuckshop provides a healthy, well-balanced menu at affordable prices. P&C employees, with the assistance of volunteers, run the tuckshop. It is open 8.15am to 1:30pm Monday to Friday. Volunteers are an important and integral part of tuckshop operations. Assistance with the preparation and service of food means that costs and prices are minimised. No experience is necessary, just a willingness to help as part of a small team. The roster of available days is kept at the tuckshop. Volunteers are asked to assist on a monthly basis.

Tuckshop menus are available at the tuckshop anytime and are on the school website.

An espresso machine in the Tuckshop ensures that parents get a great cup of coffee either on parade mornings, sports days or at Friday afternoon café.

Tuckshop meals are pre-ordered using the QkR Online ordering system. Online ordering is available 24/7, is convenient for parents, removes paper orders and cash and registration is free. Once registered, orders can be placed from your iPhone, iPad or mobile device.

The cut-off for orders is 8am each morning, with payments via QkR or the Cashless Prepaid Tuckshop Card. The Cashless Card is fantastic for children wanting to purchase over-the counter items at break times.

On Friday from 2:45pm-3:15pm the tuckshop also operates the Ashgrove Café. The Convenor manages the Café with help from a rostered class each week. Assistance is sought from the parents

of the rostered class to serve. Every class is rostered twice a year. The Café provides a great end of week opportunity for parents and children to relax and socialise.

UNIFORM SHOP - Phone: 3858-4721 Email: ashgroveuniform@gmail.com

The uniform shop, operated by the Parents' and Citizens' Association, sells new shirts, shorts, hats, jumpers, track and bootleg pants as well as second-hand dresses, shirts, shorts and jumpers.

It also sells the school's backpack, swimming caps, swimming bags, library/homework folios and chair bags.

Uniform items can also be ordered and paid for via QkR and delivered to the classroom.

Hours of Operation

The Uniform Shop is open: -First week of the school year only: Every day from 8am – 9am

Normal hours of operation Tuesday/Wednesday only - 8.00am to 9.00am

Plus: Additional mornings to coincide with the Prep Experience mornings and extra opening hours during January in the week prior to the start of each school year.

VOLUNTEERING

There are a number of ways that families can get involved in our vibrant school community. Ashgrove State School is known for its active parent volunteers who help to enhance our students overall school experience. If you're interested in helping out with any of the volunteering opportunities listed below, please feel free to correspond with the appropriate contact: School Volunteers who are not the parent/guardian of a child attending our school (eg grandparent, aunt, uncle) must hold a current Blue Card.

Tuckshop: Tuckshop Convenor ashgrovetuckshop@gmail.com

Uniform Shop: Uniform Shop Convenor ashgroveuniform@gmail.com

Stephanie Alexander Kitchen Garden: Contact classroom teacher

Annual School Fete: P&C Secretary: asspandc@gmail.com

Classroom Assistance: Reading/Swimming/Group Work/Excursions - Contact classroom teacher

PARKING AND ROAD SAFETY

BICYCLES

Bicycles may be ridden to school and bicycle riders must wear protective helmets. For the safety of other pedestrians, students and parents must walk their bikes in the school grounds at all times. All bicycles are to be placed in the bike cage provided, which is located between the JB Stephens Centre and sports shed on the school oval. It is advisable that bicycles are chained and locked to the bike racks and that bicycle helmets are not left with the bicycles.

CROSSING SUPERVISOR

A Crossing Supervisor, employed by the Main Roads Department, supervises the crossing in Otonga Road to assist children and parents needing to cross the road before and after school. The crossing supervisor is present from 8.00am to 9.00am in the morning and after school from 2.50pm to 3.20pm.

PARKING

Like all schools in the metropolitan area of Brisbane, parking is at a premium. Limited parking is available for parents in the car park behind the Ashgrove Fire Station and surrounding streets at the back of the school. Please take note of all Brisbane City Council Street signage. Traffic is particularly busy at pick-up time straight after school.

SCOOTERS

Scooters can be ridden to school and should be stored in one of the scooter racks positioned in various locations around the school grounds. Scooters and skateboards must not be ridden on the school grounds.

STOP DROP GO ZONE

The school has a Stop Drop Go Zone in the car park behind the Ashgrove fire station. The Stop Drop Go Zone is a 2-minute parking zone and parents must stay in their vehicle. Staff supervise this area after school each day from 2:55pm to 3:15pm. Students being picked up should wait in the appropriate Stop Drop Go waiting area.

Parents register to be part of this service and sign a form to say they will obey signs and be respectful towards volunteers. Once registered parents are given a cardboard name sign to be displayed on the back of the passenger sun visor for easy identification

There is also a 2 Minute Passenger Loading Zone in Otonga Road at the back of the school.

TRAFFIC IN GROUNDS

The car park in front of the main building is reserved for staff, commercial deliveries to the school, service and emergency vehicles. **Parents should not drive into the staff car park to deliver or collect children from school.** The only exception to this procedure is when you collect a sick or injured child from the school. In this case permission to use the front car park is given. Car parking is available in the car park situated behind the fire station, or in the streets at the back of the school (Otonga Road or Woonga Drive).

RELIGIOUS INSTRUCTION

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs. Under the *Education (General Provisions) Act 2006*, schools are to provide Religious Instruction (RI) if approached by a faith group seeking to provide RI and students of that faith attend the school.

RI informs students about the beliefs and values of a particular religion. It is delivered by volunteers of a faith group using instructional materials approved by that faith group. RI is required to be consistent with legislation and Department of Education policies and procedures.

All RI instructors must hold a blue card and participate in compulsory Student Protection and Code of Conduct training. RI instructors are only entitled to deliver the RI program outlined below. A school staff member will be present during the delivery of RI.

Participation in RI is not compulsory. Any student (except Prep students) may participate in RI if a parent has provided written instructions to the school.

Students are allocated to RI based on information provided by parents on the completed [Application for student enrolment](#) unless other written instructions have been provided to the school.

Note: *This consent remains in effect unless the parent informs the school otherwise in writing.*

A description of the RI available is provided below.

Religious Instruction (Christian Cooperative)

Participating faith groups: Catholic, Presbyterian, Uniting, Baptist, Anglican.

Authorised program: GodSpace

Aims and goals: To foster an understanding of religious traditions and spiritualities. To promote tolerance and respect for religious diversity within the school community.

Lesson structure: 30 minutes once per week

For further information, including module and/or lesson descriptors visit:

<https://godspace.org.au/curriculum/>

Parents of students participating in these programs will be advised if a faith group requires funds to cover the expense of materials used in RI.

Other Instruction

Students who are not participating in RI will be provided with other instruction in a separate supervised location. Other instruction must relate to part of a subject area already covered in class and may include:

- personal research and/or assignments
- revision of class work such as creative writing or literacy and/or numeracy activities which could include online programs currently accessed by the students of that school (i.e. [Mathletics](#), [Reading Eggs](#))
- wider reading such as independent reading appropriate to the student

Parents will be advised of any changes to the RI and other instruction programs to ensure they are able to make an informed decision on their child's participation.

UNIFORM POLICY

UNIFORM EXPECTATIONS

School uniform items are detailed below.

Hairstyles should be neat and tidy. It is recommended that hair, which is longer than collar length, be tied back. Nail polish and jewellery should not be worn to school.

All items (excluding footwear) are available from the Ashgrove State School Uniform Shop. Second hand uniforms are also available to purchase.

Uniforms – Girls

Cotton dress or shorts/skort/skirt and polo shirt.

Dress: Cotton dress in maroon and white check material with short sleeves and front zip opening.

Shorts: Maroon jersey knit shorts with elastic waist.

Shirts: Unisex polyester/cotton or cotton knit maroon shirt with button tab; a contrast knit collar and school logo.

Skort: Maroon poly/viscose shorts with a skirt covering.

Hat: Maroon wide-brimmed hat with school badge. The school has a 'No hat-no play' rule.

Shoes: Sports shoes (predominately white or black) or black school shoes with white ankle socks are suitable for general wear. All footwear must have fastenings e.g. laces, velcro. It is compulsory that all footwear cover the toes.

Uniforms – Boys

Grey shorts and polo shirt

Shorts: Grey longer leg style school short.

Shirts: Unisex polyester/cotton or cotton knit maroon shirt with button tab, a contrast knit collar and school logo.

Hat: Maroon wide-brimmed hat with school logo. The school has a 'No hat-no play' rule.

Shoes: Sports shoes (predominately white or black) or black school shoes with white ankle socks. All footwear must have fastenings e.g. laces, velcro. It is compulsory that all footwear cover the toes.

Year 6 Senior Shirt (Boys and Girls)

Each year the Year 6 students vote on a design for a Senior shirt that can be worn as part of the school uniform. This shirt is also worn to the Year 6 Graduation evening.

Inter-School Sports Shirt (Boys and Girls in Year 4, 5 & 6)

Sport unisex polo shirt and Canterbury black tactic shorts can be worn on Friday Inter-School sport days only. Students may also wear the school polo shirt, boys grey shorts, girls maroon jersey knit shorts or maroon skort on sport days. Knee-length football socks (maroon with white stripe) are available from the Uniform Shop. The school provides a sport uniform for various codes such as rugby league.

Music Performance Uniform

Music polo shirt, black pants and black shoes & black socks.

Winter Wear (Boys and Girls)

Maroon rugby jersey shirt, maroon pullover jumper or maroon zip jacket printed with school logo, maroon tracksuit pants, bootleg pant (girls), maroon tights (girls), long grey pants (boys).

Swimming

All students must wear a swim cap and a sun-safe swim shirt at swimming lessons. Lycra caps are sold at the Uniform Shop.

OUTSIDE SCHOOL HOURS CARE

WELCOME TO YMCA ASHGROVE OSHC!

Welcome to the YMCA Ashgrove Outside School Hours Care service. We are delighted you have chosen to become part of our YMCA Ashgrove OSHC community and look forward to learning about your family. YMCA has been an integral part of the Ashgrove State School community since January 2012. As a service we strive to ensure all young people are provided with the best opportunities to belong, learn, grow and be happy.

Our Team:

YMCA Ashgrove OSHC has a dedicated team of 13 educators who are passionate about being an integral part of the development of children. The majority of our casual educators are currently enrolled in full time study in the field of education and bring a range of innovative ideas to our service each day. The team is guided by myself, Nathaniel O'Hare, as the Coordinator. I have had the pleasure to work at a number of OSHCs throughout Brisbane including Hilder Rd. State school in the Gap and Sandgate State school in Sandgate. In addition to this experience at a diverse set of childcare services I hold an advanced diploma in community sector management and a diploma of school age education and care. Our Assistant Coordinator, Natasha Rath, likewise has a wealth of childcare experience drawn from multiple high quality OSHC services throughout Brisbane and possesses a Bachelor of Science/Arts (Honors).

Our Program:

Our Program is developed according to the My Time Our Place 2.0 Framework and is centralised around a philosophy of child directed, play based learning through the elements of Belonging, Being and Becoming. At YMCA Ashgrove OSHC we strive to create a safe, inclusive, diverse, engaging, and fun environment, so that all children can reach their full potential. By scaffolding the children's learning through play, our children are encouraged to discover and explore their world. Within our program, we believe family involvement is a crucial element to harnessing all your child's needs and experiences, and as such we are always keen to hear input from families.

Our Service:

YMCA Ashgrove OSHC is conveniently located on the grounds of Ashgrove State School. Our purpose-built facility was specifically designed to provide high quality education and care to the residents of Ashgrove and surrounds. Our OSHC service is perfectly located adjacent to the school's oval, ensuring student safety and creating convenience for our parents, with just short walk from the pool, oval gate & outside car park.

With access to numerous spaces within the school grounds YMCA Ashgrove OSHC has the resources to offer an incredibly diverse range of games and activities for your children to enjoy. We also offer a homework club with a designated area where the children are free to come and go whilst still enjoying quality time spent with friends at OSHC. Additionally, we can assist with escorting children to extra-curricular activities on the school grounds daily including (but not limited to) swimming, robotics, chess, choir, tennis, jujitsu, Auskick, drama and piano. We are able to do pick up and drop offs both before and after school, to assist with your busy afternoons or mornings. The stability and quality offered by the support of YMCA Brisbane, including over 150 years of experience, and fifty-seven OSHC services, guarantees every child is given the opportunity to grow through our core values of RESPECT, CARING, HONESTY and RESPONSIBILITY.

Hours of Operation:

Before School Care- 6:30am-9:00am

After School Care: - 2:30pm-6:00pm

Vacation Care: - 6:30am-6:00pm

M 0417 706 789 T (07) 3366 1523

E ash@ymcabrisbang.org

W www.ymcachildcare.org.au/oshc





Ashgrove STATE SCHOOL



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